

Olympus KeyMed Day Nursery

Keymed House, Stock Road, SOUTHEND-ON-SEA, Essex, SS2 5QH

Inspection date	25/11/2013
Previous inspection date	22/05/2013

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	1
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Children flourish in an exciting and inspiring play and learning environment as equality and inclusion are at the heart of everything that staff do with children. This means that children make outstanding progress in their learning and development.
- The designated forest school garden provides an exceptionally inspiring natural learning environment where children are highly motivated, inspired and fully engaged in their play and learning.
- Children are extremely motivated and engaged in their play as the nursery environment is extensively organised to provide an exciting and inspiring range of play and learning experiences. This means that children are fully motivated and engaged in their play and are making outstanding progress.
- The managers and staff continually strive to provide excellent standards of care and education, in order to enhance all aspects of children's learning.
- There are very good vetting and induction arrangements for new staff and supervision meetings for existing staff. Therefore, those working with children are suitable to do so and this further promotes the welfare of children.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the Grasshoppers room, Dragonflies room, Butterflies room, Ladybirds and Bumblebees room and the garden area, including the designated forest school garden.
- The inspector spoke with staff at appropriate times throughout the inspection.
- The inspector looked at activity planning, records of children's learning and a selection of policies and records, including staff vetting details.
- The inspector held meetings with managers and completed a joint observation with the deputy manager.
- The inspector spoke to parents and looked at written testimonials.

Inspector

Lisa Paisley

Full report

Information about the setting

Olympus KeyMed Day Nursery was registered in 1994 and is on the Early Years Register and the compulsory and voluntary part of the Childcare register. The nursery is situated within the headquarters of the Olympus KeyMed complex in Southend, Essex. It is privately owned and managed. The nursery is for employees' children and is accessible to all children. It operates from five playrooms and there is a fully enclosed area available for outdoor play, including a woodland area that is a forest school.

The nursery employs 17 members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 and above, including one member of staff with Qualified Teacher Status.

The nursery opens Monday to Friday all year round, from 7.45am until 6pm. Children attend for a variety of sessions. There are currently 43 children attending who are in the early years age group. The nursery provides funded early education for three- and four-year-old children. It supports a number of children who speak English as an additional language.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- enhance children's imaginations and provide further knowledge through the use of books and stories so that children can draw on stories to give them confidence in daily encounters, any changes in their lives and learn about the wider world both real and imaginary.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

All children make exceptional progress in their play and learning as staff have a very good understanding of how children play and learn. This is because staff allow children to explore and discover a range of learning experiences and they are able to consolidate and make choices about their play. For example, children explore and experiment with the materials at the block painting activity and use them in a variety of ways. Children's concentration and interest is sustained as they complete and work hard at their self-chosen task. The well-structured, open-ended play and learning opportunities for children ensures that they are consistently inspired and motivated in their play. Staff have an exceptional understanding of providing secure foundations for children, encouraging children's social skills, independence and confidence which promotes children's readiness for school.

Babies and young children have access to a very good range of play and learning experiences, such as sand, water, jelly and baked beans play. This enables babies and young children to experience a range of sensory activities that sustains their learning and supports their imaginations and self-expression. Staff working with the younger children skilfully support them during child-initiated play and small circle time activities. Young children are able to explore the learning environment as staff guide and show positive modelling during children's play, such as talking about washing machines and placing items of clothing in during role play. This provides real life opportunities for children to make links with their world at home. There is a vast selection of books and stories for children to access and enjoy. However, the analysis of children's stories, their purpose and meaning is not yet fully embedded within practice, to build on children's imaginations, linking the real and imaginary and prepare them for the next stage or changes in their lives, such as starting school. All children have daily access to the garden all year round, younger children enjoy running up and down the soft play garden that has small mounds enabling them to negotiate different surfaces. The older children are exceptionally absorbed playing in the forest school garden, as they dig, paint, climb trees and also watch a member of staff light a small fire so they can as they have a warm snack and continue their play in the garden. This demonstrates an exceptional understanding by staff of adapting the routines so that children's play and learning is not interrupted. Children have weekly music and dance sessions where they learn to skilfully balance and co-ordinate their bodies in a number of dance moves and also develop an understanding of rhyme, counting beats, loud and quiet sounds.

There is a strong ethos in the nursery which respects each child as an individual and which values children's efforts and interests. Staff know children well and this knowledge is gained from discussion with parents, observation of children and interaction with them in a range of daily activities and events. Observation of children is highly effective and precisely assessed to identify what children can do, consistently and independently, in a range of everyday situations. As a result, staff plan effectively to meet children's individual needs and children make rapid progress in their development, given their starting points. Staff complete regular summary reports on children and they are shared with the parents. The progress check at age two for children is completed as staff work with parents and other professionals, ensuring that any early concerns are quickly identified so that intervention is enabled, when required. Staff recognise and value parents as their child's key educator and actively encourage them to remain involved in their children's learning.

The contribution of the early years provision to the well-being of children

Staff are highly skilled and sensitive in helping children of all ages to build secure emotional attachments as the key person system is vital to supporting children's well-being and in meeting their individual needs. As a result, children have exceptional emotional attachments with staff and they are independent have confidence in exploring and trying out new experiences. An example of this is new children trying out a range of creative activities, such as gluing and painting. Children's transition into being in the nursery is given high priority. The key person system is well established, ensuring that

each child has a named person to take responsibility for their daily well-being, plan for their learning and development and build positive relationships with parents. There are extensive arrangements in place for children moving from one room to the next, this includes extensive sharing of information between key persons and also meeting with the parents and settling visits. This helps children embrace new experiences with confidence. Children who speak English as an additional language are exceptionally well-supported because staff have very good working knowledge and experience of working with families from different cultural backgrounds. Also, the nursery environment culturally reflects the wider world through resources, displays and notices. Therefore, all families are welcomed into the nursery.

The nursery environment is an exciting and inspiring play and learning environment that is thoughtfully organised and designed to meet the needs of the children. Therefore, it is fully inclusive and children can actively participate in activities and daily routines. The sensory playroom and art room provides additional space for children to experience a range of creative activities. All areas of the nursery are exceptionally well resourced and activities are organised so that children can make choices about their play. Children are also safe as changing areas are maintained to a high standard and they are designed to provide children with privacy when being changed and also to safeguard staff. Children have a very good understanding of their own personal safety as they are supported in taking safe risks, as staff continually throughout the day remind children about being safe. For example, children know that when climbing in branches of a tree they make monkey sounds so that staff know they are safe. Children also test out the rope ladder and ropes before climbing onto the branches, making sure the ropes and branches can take their weight. Children play exceptionally well together as they share, are co-operative and are able to problem solve with staff's guidance, this includes taking turns with the garden equipment.

High priority is given to supporting children's growing understanding of how to keep themselves healthy. All children are helped to take responsibility for their personal hygiene as staff are pro-active in reminding children when to wash hands and they are positive role models during care routines. There are exceptional systems in place with regards to the care needs of babies and younger children. For example, staff closely work with parents so that they can meet children's emerging care needs, such as sleeping arrangements and knowing when some babies need more cuddles on days when they may be teething. Fully embedded routines, such as regular hand washing and children cleaning their teeth after their midday meal promotes healthy lifestyles. Meals and snacks are healthy and nutritious as meals are freshly prepared on site. Staff are positive role models as they sit with children while have a midday meal. Mealtimes are a sociable, relaxing and unhurried time during the day, allowing children to reflect on the morning events and also recuperate for the next part of the day. Special dietary needs are met exceptionally well. Parents value that kitchen staff prepare individual portions that meet children's individual dietary needs, whilst ensuring that the meals looks similar to everyone else's, so that children do not feel 'different'.

The effectiveness of the leadership and management of the early years provision

Safeguarding arrangements are rigorous and robust, which means that the nursery meets the safeguarding requirements and causes no concerns. Appropriate checks on adults are carried out to safeguard children and the welfare of children is monitored closely. The designated lead for safeguarding has a very good understanding of the role and precisely knows what to do if she should have a concern. Through extensive staff training and very good staffing relationships all staff have an exceptional understanding about what to do should they have concerns about a child. Induction training for new staff is robust, as there is a strong focus on 'safe working' practices, and 'whistleblowing' if they are concerned and understanding management structure and support within the nursery. This means that new staff working in the nursery are exceptionally supported by managers and staff. There is a comprehensive range of policies and procedures that are effectively implemented by the staff and risk assessments are thorough and robust, which further safeguards children.

The manager is passionate about her role in early years and she is a very effective and positive role model for staff. The manager has an exceptional understanding of her responsibilities in meeting the learning and development requirements. She extensively monitors the planning and delivery of the educational programmes, the accuracy of children's assessment records and next steps in children's learning. Staff's continued professional development is promoted through regular one to one meetings with staff and identifying training needs. The manager is proactive in responding to the training needs of individuals and also collectively as a nursery. For example, recent training on behaviour management and the company's personnel procedures has been undertaken. This continued drive for professional development of staff and the fully integrated practice of monitoring, reflection and self-assessment means that the nursery continues to build on their existing high standards.

Staff have exceptional relationships with parents. Partnerships are friendly and trusting. Parents are extremely happy with the care and support given to them and their children. Their comments include that they are happy that their children are able to grow in a 'unique, happy and safe environment' that it is 'a wonderful environment'. Staff maintain exceedingly close contact with parents, to ensure children's health and well-being is promoted and sustained. The nursery develops effective relationships with other early years settings and they make arrangements to visit other settings that the child attends, this ensures shared care is effective and meets children's individual needs.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

Met

The requirements for the voluntary part of the Childcare Register are

Met

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	119489
Local authority	Southend on Sea
Inspection number	943969
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	59
Number of children on roll	43
Name of provider	KeyMed (Medical & Industrial Equipment) Ltd
Date of previous inspection	22/05/2013
Telephone number	01702 444215

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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